

Industry Curriculum Framework Information Package

Retail Services 2007

(Draft amended version published 2009)

Current as at 28 January 2009

Please ensure that this is the most current version of this document by referring to the online version at https://detwww.det.nsw.edu.au/directorates/vet_schools/vet-in-Schools/frameworks.html

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Retail Services

This section must be read in conjunction with the:

- Board of Studies Retail Services Syllabus (Parts A & B)
- Board of Studies ACE Manual
- Workplace Learning Handbook

The following information is provided for the Retail Services Curriculum Framework:

- Teacher training requirements
- Assessor qualifications
- Using qualified assessors
- Resource/equipment requirements
- Quality assurance requirements

Checklists

1. Teacher qualifications
2. AQF VET qualifications
3. Resources/equipment
4. Student work placement
5. Student assessment

Teacher training requirements

Requirements to enter the program

A teaching qualification with one or more of the following subject specialisations:

- Business Studies
- Economics, or
- Commerce.

plus

Eligibility to teach the nominated units of competency is achieved on:

- recognition of individual qualifications, industry experience or other training (RPL)

and

- satisfactory completion of the **approved training program**

Teachers who have recent and relevant qualifications or experience may seek entry to, or exemption from, some components of training or may claim eligibility to teach additional units of competency through the process of recognition of prior learning (RPL). All teachers are required to complete an orientation program.

Approved training program – Retail

Teachers completing this training program are eligible to deliver and assess the Retail Services 120/240 hour course in the industry curriculum framework subject to the scope of their Registered Training Organisation (RTO).

Approved teacher training program	Duration
Orientation Industry Curriculum Framework/syllabus orientation, competency based teaching and assessment, facilitating workplace learning.	2 days
Industry specific training for Certificate II in Retail (SIR20207)	5 days
Skills Development The industry placement is integral to the training program. Teachers are required to complete two placements, one of 4 days duration and one of 5 days. One placement should be in a small retailer and the other in a large retailer. It is preferable that one placement be completed prior to industry specific training.	9 days
Certificate IV in Training and Assessment (TAA40104)	Flexible

Retail Services

Teachers completing this training program are eligible to deliver and assess the following units of competency in the Retail Services Curriculum Framework course

Compulsory units of competency in the 120/240 hours course

- SIRXCCS001A Apply point-of-sale handling procedures
- SIRXCCS002A Interact with customers
- SIRXCLM001A Organise and maintain work areas
- SIRXCOM001A Communicate in the workplace
- SIRXICT001A Operate retail technology
- SIRXIND001A Work effectively in a retail environment
- SIRXINV001A Perform stock control procedures
- SIRXOHS001A Apply safe working practices
- SIRXRSK001A Minimise theft *

Elective pool

- SIRXMER001A Merchandise products
- SIRXSLS001A Sell products and services
- SIRXSLS002A Advise on products and services
- SIRXFIN001A Balance point-of-sale terminal
- SIRXFIN002A Perform retail finance duties
- SIRXMER005A Create a display

* Refer to Board of Studies site under Retail Services link to official BOS notice regarding delivery of unit SIRXRS001A "Minimise Theft".

Teachers wishing to deliver any units of competency from the elective pool that are not listed above must:

Have achieved the unit(s) of competency and hold a transcript for the unit(s) of competency.

Discuss the delivery of the unit(s) of competency with their vocational education consultant prior to delivery.

If delivery is supported by the RTO, provide a copy of the transcript for the unit(s) of competency to their school sector to obtain additional accreditation and approval to deliver the requested unit(s) of competency.

Maintaining industry currency

The requirement for current knowledge will be met initially through completion of the approved teacher training program. Thereafter it is the responsibility of individual teachers to maintain industry currency.

Teachers can maintain industry currency through:

- industry contact and liaison
- industry placement through programs such as Teachers in Business
- collegial networks with a professional development focus
- interaction with colleagues through the VET teachers website at www.govet.nsw.edu.au.

Assessor qualifications

Consistent with VETAB requirements, the NSW Department of Education and Training, Catholic Education Commission and Association of Independent Schools require that all staff assessing training package qualifications hold a Certificate IV in Training and Assessment TAA40104 (or Certificate IV Assessment and Workplace Training BSZ40198).

Prospective teachers who already hold Certificate IV in Training and Assessment TAA40104 (or Certificate IV Assessment and Workplace Training BSZ40198) should send a copy to the region or diocese VET consultant as evidence of the qualification.

Qualifications and industry experience

Teachers who have recent and relevant qualifications or experience may seek entry to, or exemption from, some components of training or may claim eligibility to teach additional units of competency through the process of recognition of prior learning (RPL). All teachers are required to complete an orientation program.

Assessor qualifications

Consistent with VETAB requirements, the NSW Department of Education and Training, Catholic Education Commission and Association of Independent Schools require that all staff assessing training package qualifications hold a Certificate IV in Training and Assessment TAA40104 (or Certificate IV Assessment and Workplace Training BSZ40198). Teachers can gain this qualification through an approved teacher training program or through a process of recognition from an external RTO.

Prospective teachers who already hold Certificate IV in Training and Assessment TAA40104 (or Certificate IV Assessment and Workplace Training BSZ40198) should send a copy to the region or diocese VET consultant as evidence of the qualification.

Using qualified assessors

Assessment for national recognition purposes (qualifications) must be undertaken by, or partnered through, a Registered Training Organisation (RTO). It is the RTO's responsibility to make arrangements and to ensure that a quality assessment process is in place.

The following outlines the different ways that the requirement to use qualified assessors may be met.

Single Assessor – an individual assessor conducts the assessment

An Assessor is:

- required to hold formal recognition of competence in the relevant units in the Training and Assessment Training Package
- deemed competent and, where possible, holds formal recognition of competence in the specific units of competency in this Training Package, at least to the level being assessed
- demonstrate comprehensive current knowledge of the industry and current industry practices as they apply to the job role against which performance is being assessed.
- This may be demonstrated through at least one of the following:
- actual workplace experience within the last two years

Retail Services

- attendance at professional development or training and education activities focusing on good practice in the relevant industry competencies
- participation in professional or industry networks.
-

Partnership arrangement – an assessor works with a technical expert to conduct the assessment

An Assessor is required to:

- hold formal recognition of competence in the relevant units in the Training and Assessment Training Package
- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts.

A technical expert shall be a person who has the relevant vocational competencies and is required to:

- be deemed competent and, where possible, hold formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed.
- demonstrate comprehensive current knowledge of the industry and current industry practices as they apply to the job role against which performance is being assessed. This may be demonstrated through at least one of the following:
 - actual workplace experience within the last two years
 - attendance at professional development or training and education activities focusing on good practice in the relevant industry competencies
 - participation in professional or industry networks
 - communication and liaison with the assessor throughout the assessment process.

Assessment team/panel – a team or panel working together to conduct the assessment

Members of an assessment team or panel that comprises assessment and industry experience and expertise works together in the collection of evidence and in making judgments about competency.

The members of the team must collectively meet the following requirements:

- hold formal recognition of competence in the relevant units of the Training and Assessment Training Package;
- be deemed competent and, where possible, hold formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed.
- demonstrate comprehensive current knowledge of the industry and current industry practices as they apply to the job role against which performance is being assessed. This may be demonstrated through at least one of the following:
 - actual workplace experience within the last two years
 - attendance at professional development or training and education activities focusing on good practice in the relevant industry competencies
 - participation in professional or industry networks.
 - demonstration of current knowledge and skill in assessing against this Training Package in a range of contexts.

Resources/equipment requirements

Schools delivering units of competency in the Retail Services course must have access to specific resources/equipment. Students must have sufficient access to the specified resources/equipment to enable them to acquire and demonstrate competency.

Resources/equipment may be accessible either On Site (at school) or OFF Site # (including the work placement).

Refer to checklist **3 Resources/equipment** for the list of resources required.

All resource /equipment requirements must be read in conjunction with the Board of Studies Retail Services Syllabus (Parts A & B)

In the case of the compulsory HSC units, please check HSC Requirements and Advice column in Part B of the Board of Studies syllabus for any specified range of resources and equipment.

Quality assurance requirements

The implementation of HSC VET courses must be monitored to ensure compliance with the Australian Quality Training Framework (AQTF) and the Board of Studies HSC requirements.

The following checklists have been designed to assist schools in this process:

- Teacher qualifications
- Student work placement
- Student assessment
- Resources/equipment

The checklists have been designed to be photocopied and completed by teachers implementing this course. Checklists for resources/equipment must be completed for both core and elective strands. Principals should use these checklists to monitor the implementation of HSC VET courses to ensure compliance with AQTF and the Board of Studies HSC requirements.

It is the responsibility of the principal to complete the following forms and to forward them to the School Education Director:

- checklists for the Retail Services Curriculum Framework to be delivered in that year
- Principal's Confirmation of Quality Assurance Requirements (see General Information: Appendix 1)
- Monitoring Higher School Certificate Requirements (distributed to schools in February each year).

In addition, at the start of each year as part of the Board of Studies student entry requirements, schools are required to indicate via Schools On-line the qualification and units of competency that each student will be undertaking in the current calendar year and generating the Confirmation of VET Competencies report. This requires the completion of the *competencies entered* component of the eBOS-VCS. At the end of each year schools are responsible for entering for each student, via Schools On-line, the outcome of each unit of competency entered (using the Competency Outcomes shown in the list below). This information will be used to generate an AQF Statement of Attainment or Certificate and enables school-based RTOs to comply with reporting requirements.

Retail Services checklist

1. Teacher qualifications

Teachers delivering and assessing the Retail Services Curriculum Framework must meet the VET teacher requirements (refer to page 3 of this document). Only teachers who have (i) completed the approved training program, (ii) commenced the approved training program, or (iii) been approved to deliver and trained to assess may deliver this course. Teachers delivering and assessing this course must maintain industry currency.

List the names of teachers delivering Retail Services in the current year and indicate their training status and maintenance of industry currency by placing a ✓ in the appropriate box.

Name of teacher	Approved training program		Approved to deliver/ assess through RPL	Industry currency
	Completed	In progress		

School:

RTO:

Principal's Name:

Principal's Signature Date:

2. AQF VET qualification(s)

The school must be clear about which AQF VET qualification(s) the students will be working towards for each of the HSC course(s) they are undertaking.

For each HSC course being offered indicate the AQF VET qualification(s) and the anticipated qualification outcome for the qualification (✓ appropriate boxes).

HSC VET Course	Intended AQF VET Qualification	Anticipated Qualification Outcome	
		Certificate	Statement of Attainment
Retail Services (120 Hours)	SIR10107 Certificate I in Retail Services		
	SIR10107 Statement of Attainment towards Certificate II in Retail		
Retail (240 hours)	SIR20207 Certificate II in Retail		
Specialisation Study (___ indicative hours)			

School:

RTO:

Principal's Name:

Principal's Signature Date:

3 Resources/equipment

Students must have sufficient access to the specified resources/equipment to enable them to acquire and demonstrate competency. Resources/equipment may be accessible either on-site (at school) or off-site (including the work placement).

On the following checklist, indicate whether students access the specified resources/equipment on-site, off-site or both. If access is OFF Site provide details, eg locations, times etc, for each unit of competency.

Common resources for all units of competency in the Retail Services Curriculum Framework

Assessment of these units requires that the candidate have access to all tools, equipment, materials and documentation indicated below.

All units of competency		
Tools, equipment and resources To demonstrate competency the person will require access to: <ul style="list-style-type: none"> • fixturing – shelving, wall rack, gondola, star or waterfall rack • documentation, such as: <ul style="list-style-type: none"> - stock, inventory and price lists - financial transaction dockets and slips - store policy and procedures manuals • point-of-sale equipment, such as: <ul style="list-style-type: none"> - cash register (manual or electronic) - cash drawer - scanner - EFTPOS terminal - electronic scales - numerical display board • order forms • promotional materials • OHS guidelines • appropriate PPE • industry codes of practice 	Access ON Site	Access OFF Site #
# If access is OFF site provide details, eg locations, times etc		

School:	
RTO:	
Principal's Name:	
Principal's Signature	Date:

Resources for compulsory units of competency in the 120 / 240 hours courses

SIRXCCS001A Apply point-of-sale handling procedures		
Tools, equipment and resources To demonstrate competency in this unit the person will require access to: <ul style="list-style-type: none"> • security tagging equipment • lay-by slips • credit slips • product return slips • message pads • wrapping and packaging materials • calculator 	Access ON Site	Access OFF Site #
# If access is OFF site provide details, eg locations, times etc		

SIRXCCS002A Interact with customers		
Tools, equipment and resources To demonstrate competency in this unit the person will require access to: <ul style="list-style-type: none"> • relevant documentation, such as: <ul style="list-style-type: none"> - sales order forms - complaint and return forms - invoices - credit notes - order forms - lay-by slips - credit slips - product return slips • a communication system or a range of communication equipment. 	Access ON Site	Access OFF Site #
# If access is OFF site provide details, eg locations, times etc		

School:	
RTO:	
Principal's Name:	
Principal's Signature	Date:

SIRXCLM001A Organise and maintain work areas

Tools, equipment and resources

To demonstrate competency in this unit the person will require access to:

- cleaning and store housekeeping equipment and materials
- relevant documentation, such as:
 - store policy and procedures manuals on housekeeping, cleaning and OHS
 - manufacturer instructions and operation manuals on cleaning equipment and materials
 - manual handling regulations and industry codes of practice
 - plant and equipment regulations
- cleaning equipment
- display and promotion equipment
- food preparation equipment
- storage equipment

**Access
ON Site**

**Access
OFF Site #**

If access is OFF site provide details, eg locations, times etc

SIRXCOM001A Communicate in the workplace

Tools, equipment and resources

To demonstrate competency in this unit the person will require access to:

- a range of communication equipment
- retail documents, such as:
 - stock sheets
 - planograms
 - timetables, staff record forms
 - lay-by slips
 - credit slips
 - product return slips
 - manufacturer instructions
 - telephone message pads

**Access
ON Site**

**Access
OFF Site #**

If access is OFF site provide details, eg locations, times etc

School:

RTO:

Principal's Name:

Principal's Signature Date:

SIRXICT001A Operate retail technology

Tools, equipment and resources

Access ON Site

Access OFF Site

To demonstrate competency in this unit the person may require access to:

- electronic bar coding equipment for price labelling and stocktaking
- portable data entry equipment
- printers
- EFTPOS terminals
- electronic ordering equipment
- wrapping and packing equipment
- equipment for carrying or moving merchandise
- equipment for storage of merchandise, including refrigerators
- weighing machines
- thermometers
- security tag systems
- trolley return equipment
- computers
- scanners
- numerical keyboard equipment, including calculators

If access is OFF site provide details, eg locations, times etc

SIRXIND001A Work effectively in a retail environment

Tools, equipment and resources

Access ON Site

Access OFF Site

To demonstrate competency in this unit the person will require access to:

- relevant documentation, such as:
 - store or sample policy and procedures in regard to workplace ethics
 - store or sample job descriptions and organisational charts
 - store or sample documentation regarding mission and goals for the company
 - store or sample policy and procedures in regard to the rights and responsibilities of employers and employees in the workplace
 - awards and agreements
 - government legislation on equal opportunity, equal employment opportunity (EEO) and anti-discrimination
- Store or sample policies on OHS
- Equal Employment Opportunity (Commonwealth Authorities) Act 1987 (Cth)
- Equal Opportunity for Women in the Workplace Act 1999 (Cth)
- Anti-Discrimination Act 1977 (NSW)
- Sex Discrimination Act 1984 (Cth)
- Racial Discrimination Act 1975 (Cth)
- Disability Discrimination Act 1992 (Cth)
- Age Discrimination Act 2004 (Cth)

If access is OFF site provide details, eg locations, times etc

School:

RTO:

Principal's Name:

Principal's Signature Date:

Retail Services

SIRXINV001A Perform stock control procedures

Tools, equipment and resources	Access ON Site	Access OFF Site #
<p>To demonstrate competency in this unit the person will require access to:</p> <ul style="list-style-type: none"> • relevant equipment, including: <ul style="list-style-type: none"> - stock moving equipment - manual and electronic labelling and ticketing equipment • computers and stock recording equipment • packing materials • receiving bay • stock • manual and electronic stock control system and documentation • relevant documentation, such as: <ul style="list-style-type: none"> - invoices, packing slips, dispatch documents and order forms - recording and tally sheets - OHS regulations - relevant legislation and statutory requirements - industry codes of practice • equipment, such as: <ul style="list-style-type: none"> - electronic bar coding equipment - weighing machines - thermometers - trolley return equipment - portable data entry - cutting equipment - personal protective equipment 		
# If access is OFF site provide details, eg locations, times etc		

SIRXOHS001A Apply safe working practices

Tools, equipment and resources	Access ON Site	Access OFF Site #
<p>To demonstrate competency in this unit the person will require access to:</p> <ul style="list-style-type: none"> • suitable equipment and materials for lifting • relevant documentation, such as: <ul style="list-style-type: none"> - manufacturer instructions and operation manuals - OHS regulations - legislation and statutory requirements • industry codes of practice • material safety data sheets 		
# If access is OFF site provide details, eg locations, times etc		

School:

RTO:

Principal's Name:

Principal's Signature Date:

SIRXRSK001A Minimise theft

Tools, equipment and resources

To demonstrate competency in this unit the person will require access to:

- relevant documentation, such as:
 - legislation and statutory regulations
 - industry codes of practice
 - Trade Practices Act 1974
 - Fair Trading Act 1987
- relevant security equipment

**Access
ON Site**

**Access
OFF Site #**

If access is OFF site provide details, eg locations, times etc

SIRXMER001A Merchandise products

Tools, equipment and resources

To demonstrate competency in this unit the person will require access to:

- a range of ticketing and pricing equipment
- merchandise for display
- display materials and props
- cleaning materials
- packing materials
- relevant documentation, such as:
 - store policy and procedure manuals on housekeeping, merchandising and OHS
 - manufacturer instructions and operation manuals for electronic ticketing equipment
 - relevant legislation and industry codes of practice.
- labeling and ticketing equipment (manual and electronic), such as:
 - pricing gun
 - shelf tickets
 - shelf talkers
 - written labels
 - swing ticketing
 - bar coding
 - price boards
 - header boards

**Access
ON Site**

**Access
OFF Site #**

If access is OFF site provide details, eg locations, times etc

School:

RTO:

Principal's Name:

Principal's Signature Date:

Retail Services

SIRXSL001A Sell products and services		
Tools, equipment and resources To demonstrate competency in this unit the person will require access to: <ul style="list-style-type: none"> • a range of merchandise and products appropriate to the retail workplace • product labels and sources of product information • a real or simulated work environment • range of customers with different requirements 	Access ON Site	Access OFF Site #
# If access is OFF site provide details, eg locations, times etc		

SIRXSL002A Advise on products and services		
Tools, equipment and resources To demonstrate competency in this unit the person will require access to: <ul style="list-style-type: none"> • a range of stock and merchandise • relevant documentation, such as price lists • a range of communication equipment • Trade Practices Act 1974 • Fair Trading Act 1987 • range of customers with different requirements 	Access ON Site	Access OFF Site #
# If access is OFF site provide details, eg locations, times etc		

SIRXFIN001A Balance point-of-sale terminal		
Tools, equipment and resources To demonstrate competency in this unit the person will require access to: <ul style="list-style-type: none"> • relevant documentation, such as: <ul style="list-style-type: none"> - sample debit card and credit card vouchers - recording and tally sheets - store policy and procedure manuals in regard to register or terminal balance 	Access ON Site	Access OFF Site #
# If access is OFF site provide details, eg locations, times etc		

School:
RTO:
Principal's Name:
Principal's Signature..... Date:

SIRXFIN002A Perform retail finance duties

Tools, equipment and resources

Access ON Site

Access OFF Site

To demonstrate competency in this unit the person will require access to:

- relevant documentation, such as:
 - banking deposit forms
 - purchase requisitions
 - purchase orders
 - invoices
 - receipts
 - delivery dockets and receipts
 - credit notes
 - statements
 - remittance advices
 - cash register rolls
 - deposit books
- relevant financial management systems

If access is OFF site provide details, eg locations, times etc

It may be possible to negotiate with a local retailer to use one or more of their registers in training units.

School:
RTO:
Principal's Name:
Principal's Signature Date:

Resources for elective units of competency not listed

RTO will need to provide details of the tools, equipment and resources required for units of competency not listed above.

Elective units of competency in the 240 hours course

The content and resource requirements of all units of all units of competency in the elective pool are available for download from the National Training Information Service Website at <http://www.ntis.gov.au/>.

Elective units of competency in the 60 / 120 hours specialisation study

The content and resource requirements of all units of competency in the specialisation study are available for download from the National Training Information Service Website at <http://www.ntis.gov.au/>.

Elective pool

Units of competency	Access ON Site	Access OFF Site #
Administration		
BSBCMN212A Handle mail		
SIRXADM001A Apply retail office procedures		
SIRXADM002A Coordinate retail office		
Computer Operations and ICT Management		
BSBCMN205A Use business technology		
ICTCC120A Use basic computer technology #		
ICTCC121A Use an enterprise information system		
ICTCC241A Process sales		
SIRXICT002A Use computers as part of business and e-commerce processes		
Dispensary		
SIRPDIS001A Accept prescriptions and deliver medicine		
SIRPDIS002A Deliver prescription medicines to customers outside the pharmacy		

School:
RTO:
Principal's Name:
Principal's Signature..... Date:

Retail Services

Units of competency	Access ON Site	Access OFF Site #
Community Pharmacy Product		
SIRPPKS001A Support the sale of pharmacy and pharmacist-only medicines		
SIRPPKS002A Identify, locate and sell products related to allergies		
SIRPPKS003A Identify, locate and sell analgesic and anti-inflammatory products		
SIRPPKS004A Identify, locate and sell baby and infant products		
SIRPPKS005A Identify, locate and sell cough and cold products		
SIRPPKS006A Identify, locate and sell eye, ear and oral care products		
SIRPPKS007A Identify, locate and sell products for gastro-intestinal conditions		
SIRPPKS008A Identify, locate and sell first aid and wound care products		
SIRPPKS009A Identify, locate and sell products for skin and fungal conditions		
Finance		
SIRWFIN001A Complete debtor processes		
SIRXFIN001A Balance point-of-sale terminal		
SIRXFIN002A Perform retail finance duties		
Goods Handling		
TDTA1197B Package goods		
TDTA1297B Pick and process orders		
TDTA2197B Despatch stock		
TDTD197B Shift materials safely using manual handling methods		
TDTD1397B Move materials mechanically using automated equipment		

School:	
RTO:	
Principal's Name:	
Principal's Signature	Date:

Retail Services

Units of competency	Access ON Site	Access OFF Site #
Inventory		
SIRWINV001A Process purchases		
SIRXINV002A Maintain and order stock		
Marketing and Public Relations		
SIRXMPR002A Provide marketing and promotion program support		
SIRXMPR003A Conduct telemarketing		
Merchandising		
SIRXMER005A Create a display		
Product Knowledge		
BSBSLS301A Develop product knowledge		
SIRXRPK001A Recommend health and nutritional products		
SIRXRPK002A Recommend hair, beauty and cosmetic products and services		
SIRRRPK014A Recommend specialised products and services		
Retail Post		
SIRRPOS001A Process postal outlet transactions		
SIRRPOS002A Handle mail received in a retail environment		
SIRRPOS003A Deliver mail in a retail environment		
Wholesale		
SIRXPRO008A Access product and service performance data		

School:

RTO:

Principal's Name:

Principal's Signature Date:

4. Student work placement

Students have been fully informed of the:

- ☐ mandatory work placement hours required for this course
- ☐ purposes of the work placement, and the
- ☐ due dates for completion of the work placement.

The school has procedures in place for the class teachers, work placement coordinators and workplace supervisors to reach agreement on the:

- ☐ structure and timing of the work placements
- ☐ competencies to be addressed during work placements
- ☐ procedures to address the relevant occupational health and safety regulations.

The school has procedures in place to ensure that the:

- ☐ *Employer's Guide to Workplace Learning* [see Workplace Learning Handbook: Appendix 3] has been provided to the host employer prior to placement commencing
- ☐ *Student Placement Record* [see Workplace Learning Handbook, Appendix 2] is fully completed prior to placement (ie. signed by the host employer, school principal or nominee, student and parent or care giver) and stored according to Departmental requirements following placement.

School:	
RTO:	
Principal's Name:	
Principal's Signature	Date:

5. Student assessment

- ☐ An assessment program has been developed using appropriate assessment tasks to allow students to properly demonstrate achievement of units of competency and has been issued to all participating students
- ☐ Student achievement of units of competency is being progressively updated in Competency Record Books
- ☐ Information on intended qualifications, units of competency to be delivered and units of competency achieved is being progressively entered into eBOS-VCS via Schools Online in accordance with the timeline advised by the Board of Studies.

School:	
RTO:	
Principal's Name:	
Principal's Signature	Date: